

ABSTRAK

RICCA VIBRIYANTHY: Implementasi Pendidikan Karakter di *Homeschooling* Kak Seto Yogyakarta. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.**

Penelitian ini bertujuan untuk mengetahui: (1) Implementasi pendidikan karakter di HSKS Yogyakarta, (2) Nilai-nilai karakter yang ditanamkan kepada *homeschooler*, (3) Faktor pendukung dan penghambat implementasi pendidikan karakter, dan (4) Hasil dari implementasi pendidikan karakter di HSKS Yogyakarta.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian adalah kepala sekolah, tutor, orang tua *homeschooler*, dan *homeschooler* kelas 1-3 SD. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Keabsahan data ditentukan dengan cara memperpanjang waktu penelitian yang dilaksanakan sejak bulan September 2012 sampai dengan April 2013, pengamatan terus menerus dan triangulasi melalui pengecekan data. Teknik analisis data yang digunakan adalah model analisis interaktif Miles dan Huberman melalui kegiatan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian mengungkapkan bahwa: (1) Implementasi pendidikan karakter di HSKS Yogyakarta dapat dilihat melalui, (a) perencanaan akademik yang disesuaikan dengan visi cerdas berkarakter, (b) pelaksanaan pendidikan karakter melalui tiga kelompok kegiatan, yaitu: pembentukan karakter terpadu dengan pembelajaran pada mata pelajaran; manajemen sekolah dan kegiatan pendukung maupun ekstrakurikuler. (c) *monitoring* dan evaluasi mengacu pada “*Quality Insurance*” (Penjaminan Mutu Akademik) melalui pertemuan tutor dengan kepala sekolah dan orang tua serta penilaian karakter anak dan keterlibatan orang tua. (2) Nilai-nilai karakter yang ditanamkan kepada *homeschooler* mengacu pada *finger print scan* yaitu tanggung jawab, rasa hormat, keadilan, keberanian, jujur, disiplin, peduli, ketekunan, dan kemandirian. (3) Faktor pendukung implementasi pendidikan karakter yaitu: badan tutorial yang memiliki komitmen, budaya akademik yang kondusif, pendekatan secara personal, kelengkapan instrumen penilaian, dan kerja sama yang baik antara tutor dan orang tua. Adapun faktor penghambat yaitu: latar belakang keluarga yang sering memanjakan anak, kesibukan orang tua untuk berkoordinasi, minimnya sarana dan prasarana, dan minimnya waktu interaksi anak di HSKS Yogyakarta. (4) Hasil dari implementasi pendidikan karakter dapat dilihat melalui perubahan sikap *homeschooler* sehingga memiliki karakter yang lebih baik dan peningkatan hasil belajar *homeschooler*.

Kata kunci : pendidikan karakter, nilai-nilai, *homeschooler*.

ABSTRACT

RICCA VIBRIYANTHY: *The Implementation of Character Education in Homeschooling Kak Seto Yogyakarta.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2013.

This study aims to investigate: (1) The implementation of character education in HSKS Yogyakarta, (2) Character values inculcated into the homeschoolers, (3) Facilitating and inhibiting factors in the implementation of the character education, and (4) The results of the implementation of character education in HSKS Yogyakarta.

This study employed the qualitative approach and was a case study design. The research subjects comprised the principal, tutors, and parents of the homeschoolers in Years 1-3 of the elementary schools. The data were collected through interviews, observations, and documentation. The data trustworthiness was enhanced by the lengthening the research time since September 2012 until April 2013, conducting continuous observations, and using triangulation through data checking. The data were analyzed using the interactive analysis model by Miles and Huberman through the activities of data reduction, data display, and conclusion drawing.

The result of the study are as follows: (1) Character education in HSKS Yogyakarta is implemented through, (a) the academic planning in accordance with a vision of being smart with character, (b) three activities, i.e. character building integrated into subject matter learning, school management and supporting and extracurricular activities. (c) monitoring and evaluation referring to the "Quality Insurance" through meetings the tutors with principal, and parents and through assessment of children's character and parent's involvement. (2) The character values inculcated into the homeschoolers refer the finger print scan, namely responsibility, respect, fairness, courage, honesty, discipline, caring, perseverance, and independence. (3) The facilitating factors in the implementation of character education include the tutorial board with high commitment, a conducive academic culture, a personal approach, complete assessment instrument, and good cooperation between tutors and parents. Meanwhile, the inhibiting factors include the background of the families that often spoils the children, the parents who are too busy to make coordination, the limited infrastructure facilities, and the limited time for the children's interaction in HSKS Yogyakarta. (4) The results of the implementation of character education can be seen through the changes in the homeschoolers attitudes showing better characters and the improvement of their learning study.

Keywords: *character education, values, homeschoolers.*